



The Tin



Word Count: 16 **Text Type:** Factual Description

High-Frequency Word Focus: the

Content Words: bag, bat, box, hat, net, pen, tin

Language Features: (punctuation, vocabulary, sound and letter knowledge) sentences (directionality); CVC patterns; short *i*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between informative and imaginative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce lower and upper case letters

LANGUAGE

Language for interaction: use language to express likes

Text structure and organisation: understand concepts about digital text; directionality

Expressing and developing ideas: explore the contribution of images to meaning

Sound and letter knowledge: recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Ask students if they have any special containers in which they store their favourite things. Encourage them to describe the containers. Have students discuss why it is sometimes helpful to have storage containers.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title on the cover to students. Have them discuss the contents of the tin on the cover. Turn to and read the title page. Ask students to look at the photographs as you move through the book, taking note of the different things the girl is holding. Then, have them use the photographs to predict what the book might be about.

Outlining focuses: Explain to students that as well as reading about the tin, they will be talking about sentences, letter patterns, and the short *i* sound.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each item in the picture as it is mentioned.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues or knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Discuss why the tin is in each picture. Ask students what they would use the tin for. Look back at each of the things the girl is holding and ask

questions. What is a net used for? What game could the girl play with the bat? Explain the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Ask students what they would like to store in a large tin like the one in the book.

Text structure and organisation: If you are using the interactive digital version of the text, explain to students how it works. Draw attention to different sentences throughout the book, and remind students of the importance of reading from left to right.

Expressing and developing ideas: Ask students whether, if there were no words in the book, they could have understood the story just by looking at the pictures.

Sound and letter knowledge: Ask students to look at the cover again and read the word *tin*. Have them sound out the short *i* sound. Ask students if they can find a little word inside this word and assist them to identify *in*. Draw attention to the consonant-vowel-consonant (CVC) pattern.

Invite students to suggest other words that rhyme with *tin* (for example, *bin*, *win*, *fin*). These words could be written on flashcards and used in a variety of activities.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *The Tin* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to draw the outline of a large tin. Ask them to paste pictures or coloured paper to decorate the tin. Underneath write *The Tin*.
- Create a class box. Ask each student to suggest an object they would like to find in the box. Write a list of students' names and their suggestions. Then, have students draw a picture of their suggested object.
- Prepare a box of assorted items. With students sitting in a circle, have them pass the box around and each choose an object. Tell them to say *the* before the object's name.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

1b – The Tin

1. Circle the *i* in these words.

did	sit	zip
big	six	pig
tip	him	pin
fit	kid	dip

2. Circle the one that was NOT in the tin.

			
net	bag	ball	hat

Name _____

1b – The Tin

1. Draw yourself wearing the hat.



2. Draw yourself using the bat.



Name _____

1b – The Tin

Draw three things from the book inside the tin.

Write the word *The* in the space.

_____ tin.

